

Fine Arts - Dance Course Descriptive Guide Kindergarten [1997]

Course Description

This curriculum is written to aid the teacher and student to facilitate the learning of dance as an art form. Four standards are included: moving, investigating, creating, and contextualizing. Three or possibly all four standards may be addressed in every movement lesson. In dance, the emphasis must always be on actively engaging the child through participation. A 30-minute class might be as follows: a five-minute warm-up, five minutes for locomotor movements, 15 minutes for problem solving through exploring and creating, and five minutes for showing solutions and discussion. In a 30-minute lesson such as this, please note that over 25 minutes is spent moving, while less than five minutes is in discussion. Critiquing, discussing, and evaluating is important for processing; however, at the elementary level, two to three minutes is ample.

Core Standards of the Course

TOPIC: Moving

STANDARD:

The student will identify and safely demonstrate knowledge of the body and movement skills in performing dance.

OBJECTIVES:

Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises.

- Recognize and avoid possible room or outdoor hazards.

Strategy Example:

Talk about possible dangers and how to deal safely with those concerns; e.g., wear tennis shoes on concrete or tile floors.

- Participate in dance with an awareness of appropriate safety concerns; e.g., warming up before stretching.
- Demonstrate and maintain personal and group space.

Strategy Example:

For personal space, find own place in large circle formation (standing side by side, arm's distance from next person) while doing warm-up activities. For group space, practice starting and stopping quickly without bumping or colliding.

- Move parts of the body in different ways.

Strategy Example:

Flex and point feet; bend and straighten elbow, roll shoulder, curl spine, first in place then traveling through the space.

- Show an increase in strength, endurance, and flexibility.

Strategy Example:

For arms, strengthen by doing wall push-ups; build endurance by increasing repetitions over time; and increase flexibility by reaching as high as possible and hold for eight slow counts. (See P.E. Core.)

Identify and execute axial and locomotor steps. (See P.E. Core.)

- Identify and demonstrate simple axial movements of bending and reaching.
- Demonstrate the locomotor steps of walk, run, hop, jump, and skip, while moving through space.

TOPIC: Investigating

STANDARD:

The student will identify and demonstrate movement elements in performing dance.

OBJECTIVES:

Expand dance vocabulary with movement experiences in time.

- Clap the rhythm of words; e.g., months, seasons, names, animals, flowers, places. Then explore ways to move the body to these word rhythms.
- Clap and then move to slow, medium, and fast beats.

Expand dance vocabulary with movement experiences in space.

- Create curved, straight, bent, and twisted shapes with the body.
- Explore spatial concepts; e.g., high-low, in-out, large-small, forward-backward, and sideways circling.
- Identify and do basic locomotor steps while traveling through space in straight and curved paths.
- Travel through space using combinations of basic locomotor steps; e.g., run, run, run, run, jump, and jump.
- Describe experience of exploring space.

Expand dance vocabulary with movement experiences using basic energy concepts.

- Show different kinds of energy through movement; e.g., smooth, jerky, gliding, swinging.
- Move in ways suggested by touch, sight (color), sound, taste, and smell.

Strategy Example:

After looking at and touching various objects (sea shells, soap bubbles, sandpaper, chiffon fabric), explore moving in ways those various textures suggest.

- Demonstrate through movement, not pantomime, the energies of different moods and feelings; e.g., happy, sad, lonely, silly.

TOPIC: Creating

STANDARD:

The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

OBJECTIVES:

Explore the process of making a dance.

- Improvise making high, medium, and low level shapes. Choose one favorite shape in each level and memorize.
- Combine locomotor steps with above shapes.

Strategy Example:

Make a high shape, skip to another part of the room and make a low shape. Jump and hop to another part of the room and make a medium shape. Repeat several times.

Create and discuss movement solutions derived from movement exploration.

- Create and practice a short pattern of movement with a clear beginning and a clear ending.

Strategy Example:

Discuss how movement discovered in exploration can become set into a short pattern with a beginning and an end; e.g., start in a twisted shape and end in a round shape.

- Draw a picture of what others did or what was felt.

TOPIC: Contextualizing

STANDARD:

The student will understand and demonstrate dance in relation to its historical and cultural origins.

OBJECTIVES:

Perform simple folk dances and singing games.

- Demonstrate simple patterns and singing games in dance.
- Combine patterns in a complete dance.

Recognize and use the language of dance in daily life.

- Describe how people communicate through movement.

Strategy Example:

Recognize and use sign language, gestures, and "silent" ways (other than pantomime) to communicate through body movement.

- Explore movement ideas that show getting ready for school, recess activities, eating lunch.

Strategy Example:

Pantomime combing hair. Next, make the movement bigger, smaller, faster, slower, heavier, lighter, traveling, with a different body part; e.g., elbow or foot.

- Explore movement ideas from animals, seasons, and places; e.g., mountains, playgrounds, backyards, factories.

Strategy Example:

Explore the movement possibilities of a swing set and apply to simple body movements; e.g., swing different body parts, including the whole body; ascend from low to high and from high to low, glide and slide.

Make connections between dance and other disciplines.

- Develop a movement pattern to go with another art form.

Strategy Example:

Explore and show through dance the tempo and repeating patterns of a melody.

- Develop a movement pattern reflecting an idea from literature or poetry.

Strategy Example:

Explore and show through dance the ideas in a nursery rhyme; e.g., "Hickory, Dickory, Dock."

- Develop a movement pattern reflecting an idea from science.

Strategy Example:

Explore and show through dance making shapes of bridges and having a partner go under the "bridge." Switch. After exploration, combine with nursery rhyme, "London Bridge Is Falling Down."